

Building a Reader's & Writer's Workshop with DSC Materials



DEVELOPMENTAL
STUDIES CENTER
Educating Minds and Hearts™

June 15, 2011

K-6 Literacy Academy

Guiding Principles

- Build on intrinsic motivation in learners.
- Build an inclusive learning community.
- Integrate academics with social and ethical learning.
- Set up the learning situation so learners do the thinking.
- Provide intellectual rigor and accessibility.
- Advance teacher practice.



DEVELOPMENTAL
STUDIES CENTER

© Developmental Studies Center

Yesterday, we took a closer look at...

- Criteria for lessons
- Predictable lesson structure
- Lesson facilitation
- Facilitation techniques

Fold the Line: A Closer Look

What discussions from yesterday are you still pondering? Why?



DEVELOPMENTAL
STUDIES CENTER

© Developmental Studies Center

Grade Level Work Time

Ponder the work that you did yesterday during the Grade Level Work Time.

What questions do you have about planning using the DSC materials?

What questions do you have from further exploring the Teacher Manuals?

- Did you explore the “front matter”?



DEVELOPMENTAL
STUDIES CENTER

© Developmental Studies Center

Goals for this session...

To continue our discussions to create a conceptual framework for the Reader's and Writer's Workshop using the DSC materials.

We will **collaboratively plan** the literacy block across the week and a unit.

- Reader's Workshop Planning Guide
- Writer's Workshop Planning Guide

Question!

Knowing that content and curriculum are important...

How can we plan lessons and units with our students in mind?

In powerful planning...

we need to consider the nuanced moves that best use our programs and materials and turn our lessons into meaningful experiences for our students.

To do this, we must have a more dynamic and thoughtful lesson-planning process that goes beyond identifying content and that helps us envision what might happen **when our students face that content.**

Peter Brunn



DEVELOPMENTAL
STUDIES CENTER

© Developmental Studies Center

Powerful Planning

- Create a plan for introducing the lesson
- Decide how you will facilitate the lesson
- Decide how students will share and reflect
- Before planning, fully read lesson(s) and unit
 - What are the goals for teaching?
- Establish the lesson purpose
 - What are the specific goals of the lesson?



DEVELOPMENTAL
STUDIES CENTER

© Developmental Studies Center

Watch This

Capture the steps that Nina engages in to plan for her lessons...

What can you learn from her process?



© Developmental Studies Center

Sharing my planning process...

- Gain a sense of the unit as a whole.
 - Each lesson sets the students up to be successful in the following lessons/weeks/units.
 - Be careful not to pre-teach or delete without understanding the importance of how it sets students up for later lessons.
- Prep for each unit, each week, each day.
 - Consider what the students should be able to do at the end of each unit.
 - **Identify what the students are being asked to do at each part of the lesson.**
 - Decide how that support what we are asking students to be able to do at the end of the unit.
 - All these considerations support my daily planning; specifically the prep of the Read Aloud Book



© Developmental Studies Center

Question!

Review Appendix Pg.109-110

Consider how the Appendix can support your planning using the the Reader's and Writer's Workshop Planning Guides?



DEVELOPMENTAL
STUDIES CENTER

© Developmental Studies Center

Consider The Social Goals

- Look across the first unit of MM and BAW for places where common facilitation techniques are introduced.
 - Plan where you will introduce the techniques?
 - Community building
 - Cooperative structures
 - Plan where may you be able to condense?
- MM Vocabulary – you are using the same techniques are in MM.
 - What does that mean for your teaching? For the students?
 - How will you support the use of the same social skills?



DEVELOPMENTAL
STUDIES CENTER

© Developmental Studies Center

Consider The Academic Goals

- Look across the first unit, consider the commonalities.
 - Plan how the units can work together?
- MM Vocabulary
 - Plan how you can support the student's use of the words in their reading, writing and speaking?



© Developmental Studies Center

In your planning, consider...

1. Of all the content, what will we spend the most time on?
2. Which parts of the lesson are done whole group, small group or independently?
3. Where might students struggle? What can we do if they struggle?
 - How did you anticipate about student learning?
4. How do we facilitate the conversation in the lesson?
5. How will the class transition to different parts of the lesson?



© Developmental Studies Center

Getting Started

- Use the Reader's/Writer's Workshop Unit Planning Guide
- **Work in Grade Level Teams**
- Consider how to cultivate the 21st Century Learner through literacy instruction (pg. 4)
 1. Read thoughtfully
 2. Think globally, critically and creatively
 3. Write purposefully
 4. Communicate effectively
 5. Work cooperatively, collaboratively and independently



DEVELOPMENTAL
STUDIES CENTER

© Developmental Studies Center

Time for Planning

In your grade level teams/groups, using all that we have discussed, the three DSC programs, the Lesson Planning Process Guide, and the Reader's/Writer's Workshop Planning Guide...

Spend time planning the first unit.

- *What does it really mean to teach what is presented in the teacher manual?*



DEVELOPMENTAL
STUDIES CENTER

© Developmental Studies Center

Franklin's Guide to Literacy Instruction

K-6 Reader's Workshop Sample (pg. 56-62)

- Yearly Plan
- Weekly Plan
- Daily Plan

K-6 Writer's Workshop Sample (pg. 77-84)

- Yearly Plan
- Weekly Plan
- Daily Plan
- Paragraph structure (color coding chart)



DEVELOPMENTAL
STUDIES CENTER

© Developmental Studies Center

Franklin's Power Standards (pg. 4)

How did you plan for the Power Standards?

1. Read thoughtfully
2. Write purposefully
3. Speak articulately
4. Listen attentively
5. Visually represent
6. View Critically



DEVELOPMENTAL
STUDIES CENTER

© Developmental Studies Center

Revisit/Revise your planning....

Did you consider:

- How much time do I have to teach?
 - Lesson(s); Unit(s)
 - Reader's Workshop
 - Writer's Workshop
- As I review my teaching plan, is it too complicated?
- Does the plan meet the needs of **all** my students?



DEVELOPMENTAL
STUDIES CENTER

© Developmental Studies Center

Collaborative Planning

Share your planning ideas for Reader's and Writer's Workshop...

- What was easy about the planning process?
- What was challenging about the planning process?
- What did you anticipate about student learning?



DEVELOPMENTAL
STUDIES CENTER

© Developmental Studies Center

Question!

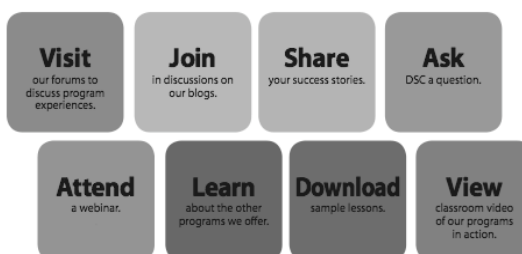
How can we collaboratively overcome the challenges of planning, teaching and learning?

Brainstorm a list of opportunities to support the work.



© Developmental Studies Center

Welcome to the DSC Community



Get more help, ask questions, and discuss implementation at:

devstu.org/forum
devstu.org/peter-brunns-blog
devstu.org/the-dsc-way-blog



We want to hear from you! Visit us at www.thedscway.org.

© Developmental Studies Center

Final Reflection

This week we looked at ...

- The social skills aspect of the materials
- The structure of effective lessons
- Facilitation techniques to support student learning
- Planning for Reader's and Writer's Workshop

Quick Write:

What impact will all that we have discussed this week have on your craft of teaching?

What are your hopes for your students this upcoming school year?